

Peep Learning Together Progression Pathway
Pilot Evaluation
July 2015



'A great way for parents to start learning and earning a qualification, while also having fun with their child' (Practitioner)

Report to Education Scotland

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1. Summary

Peep is a charity which supports parents/carers and children to learn together. We provide services for families and training for practitioners. The Peep Learning Together Programme offers an evidence-based, flexible way to enhance the home learning environment and early attachment by building on what families already do in everyday life. Peep previously offered Scottish Qualifications Authority (SQA) Units which sat alongside our Peep Learning Together Programme but could not be delivered as part of the programme.

The Peep Learning Together Progression Pathway (Peep Progression Pathway) is now an integral part of the Peep Learning Together Programme, offering 27 units at three levels (SCQF 3, 4 and 5), with the development of a SCQF unit at level 7 scheduled for development at the end of 2015.

The Peep Progression Pathway pilot was funded by Education Scotland and delivered in five local authority areas between January and July 2015. The pilot was to be delivered across ten different Peep groups and have fifty parents successfully achieve one accredited unit.

Practitioners were supported to deliver the Peep Progression Pathway by accessing Peep Adult Learning Training (now Peep Progression Pathway Training). It was important to ensure that all practitioners felt confident and capable of delivering accredited adult learning. It also provided us with the opportunity to promote Community Learning and Development (CLD) policies and practice within an early years setting.

The fifty-four parents who participated really enjoyed the Peep Progression Pathway, and benefited from the opportunity, with a high interest in participating in the future. Practitioner feedback was mostly very positive about their experiences of the Peep Progression Pathway, with some improvements suggested in the supporting documentation. The key leads were able to give an overall flavour of the benefits they observed in their staff as a result of participating in the pilot, the mix of parents who were involved, and examples of good practice to be shared and promoted by Peep. They also highlighted the need for the delivery process to be as clear and structured as possible for busy practitioners.

Peep has successfully delivered the pilot across fourteen Peep groups in partnership with practitioners and key leads in North Ayrshire, South Ayrshire, West Lothian and Aberdeen Councils. Practitioners and Key Leads were asked to comment on the benefits that CLD principles and practice made to their Peep Progression Pathway delivery. Practitioners were all knowledgeable about the principles and the benefits they brought to their practice. Although no partnership work has yet been created between CLD and Early Years as a result of the pilot, there are indications that this is beginning to happen in some areas.

We have been overwhelmed by the offer of guaranteed interviews and even guaranteed places at local colleges for parents who complete two units of the Progression Pathway, along with other generous partnership opportunities.

The Peep Progression Pathway pilot was very successful, with significant potential to reach parents who could benefit from accessing accredited learning in an informal community-based setting. Based on the evaluation findings, Peep will continue to build on the good practice of the pilot and we will support the roll-out of the pathway across Scotland.

2. Introduction

This section introduces the charity Peep, the work we do, and explains how we identified the need to create the Peep Learning Together Progression Pathway.

2.1 Peep

Peep is a charity which supports parents and children to learn together. We provide early intervention programmes and services for families, and training for practitioners. We support parents and carers with their children's learning from birth to five. Our most widely used programme is the Peep Learning Together Programme.

We also offer:

- Reflective Parenting Programme which begins in pregnancy and continues during the early postnatal period. This programme aims to develop and support healthy parent infant attachment relationships and increase parental ability to think about their baby, tune in to their baby's feelings and respond sensitively
- Working with South Asian Families which explores the influence of family, culture and society on young children's learning and how practitioners can value and build on different experiences. It focuses on the way language is used, the importance of the mother tongue in early learning and the use of traditional songs and stories to engage with families

2.2 Peep Learning Together Programme

The Peep Learning Together Programme is an evidence-based, flexible way to enhance the home learning environment and early attachment, building on what families already do in everyday life. The programme aims to:

- help parents/carers to value and extend everyday learning opportunities
- improve the quality of the home learning environment
- develop secure attachment relationships with babies and children
- gain accreditation based on supporting their child's learning and development

Through working with parents/carers, the programme aims to improve children's:

- personal social and emotional development
- communication and language
- early literacy
- early maths
- health and physical development

The programme contains 74 topics relating to five strands of learning and development. The topics comprise underpinning information from the latest research into child development and how it can be supported, with a methodology for practitioners to share that information with parents/carers by building on their existing practices. The Learning Together Programme training equips practitioners to deliver the programme in a variety of settings within the community including by Early Years, Community Learning and Development (CLD), Social Work and Health Visitor teams.

2.3 Parent Qualifications

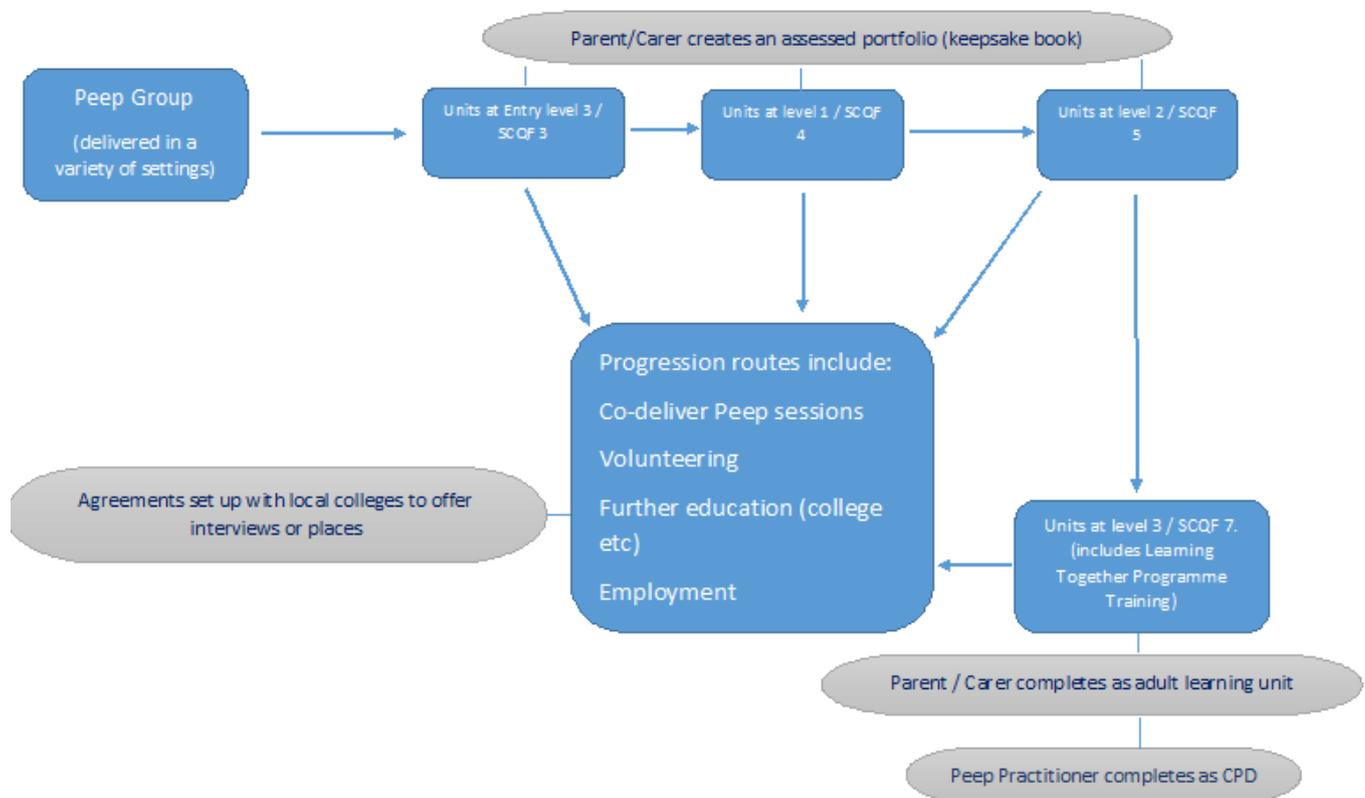
Peep previously offered Scottish Qualifications Authority (SQA) Units in *Making the Most of Children's Development and Learning*, which sat alongside our Peep Learning Together Programme. These units were created in partnership with Aberdeen City Council, Education Scotland and the Worker's Educational Association (WEA). Feedback during a consultation period showed that:

- units did not fit the Peep Learning Together Programme. This meant it was more difficult to accredit the learning which already happens within Peep sessions so units were 'bolt-on' rather than integrated.
- early years staff lacked confidence in delivering units to parents as they did not want to be seen as 'teachers' and were intimidated by the assessment process.
- there was no established progression routes for parents who would like to move on to further education, training or employment.
- the administrative infrastructures were not sufficiently developed to support current demand.

Following evaluation of Peep's accreditation offer, and a review of the Peep Learning Together programme, it was decided to create a suite of qualifications using Scottish Credit and Qualification Framework (SCQF) credit-rated units at different learning levels interwoven throughout the programme.

These units make up the Peep Learning Together Progression Pathway.

3. Peep Learning Together Progression Pathway



The Peep Learning Together Progression Pathway (Peep Progression Pathway) is now an integral part of the Peep Learning Together Programme, offering 27 units at three levels (SCQF 3, 4 and 5), with the development of a SCQF unit at level 7 scheduled for development in 2016.

In order for agencies to deliver the Peep Progression Pathway, they must set up as a delivery centre. This involves identifying someone to act as Internal Quality Assurance Officer (Internal Verifier), identifying Assessors (the practitioners who deliver the pathway), and ensuring policies are in place to set up as an accredited delivery centre. Those involved must also attend training on how to deliver the Peep Progression Pathway.

People offer ongoing support to the delivery centres, and provide External Quality Assurance and certification.

3.1 Credit-rating of Units

The first submission of the 27 units to SQA required some alterations to the marking guidance. The application was re-submitted in May 2015. It is planned that the units will be credit-rated by the end of the summer 2015. The delay in approval had no effect on parents undertaking the units. They will receive an interim People certificate, and will gain the SQA approved certificates and credit points once the units have been approved.

4. The Pilot

The Peep Progression Pathway was to be piloted in five local authority areas between January and July 2015. The pilot was to be delivered across ten different Peep groups and have fifty parents successfully achieve one accredited unit.

4.1 Pilot Areas

Peep has successfully delivered the pilot in partnership with North Ayrshire, South Ayrshire, West Lothian and Aberdeen Councils.

Dundee Council intended to participate as one of the pilot areas, but they were not in a position to be part of the project within the given time frame. Edinburgh Council also hoped to participate but they did not have the capacity to set up as a delivery centre. Both Dundee and Edinburgh Councils will begin delivery in autumn 2015. Although not yet fully established as a delivery centre, Peep has supported Edinburgh Council to deliver the Peep Progression Pathway with five parents in one group.

Peep engaged with key leads in each local authority area to identify those with capacity and enthusiasm to engage with the pilot. The key leads were all strong advocates for the Peep Learning Together Programme prior to the pilot and had a lot of experience in delivering or managing the delivery of peep groups in their area. They were instrumental in pushing forward the Progression Pathway. Some of the leads are Learning Together Programme trainers for their authority, and all of the leads fulfilled the role of Internal Quality Assurance (Internal Verifier) and Head of Delivery Centre for their areas. They also provided mentoring and support for the practitioners, some of whom were assessing accredited learning for the first time.

Following the pilot, there has been significant interest in the Peep Progression Pathway across local authorities and within voluntary organisations across the UK. Peep are in discussions with the following partners in Scotland:

- Dumfries & Galloway Council
- East Lothian Council
- Highland Council
- Moray Council
- Midlothian Council
- Borders Council
- Save the Children

4.2 Partnership with Colleges

Since there were no established progression routes for our previous parent qualifications, it was important to establish if there was an interest from colleges in the Peep Progression Pathway, and if we could create agreements to support parents to progress on from attending a peep group.

We first met with Edinburgh College to gauge interest in supporting parents who progress through the pathway. The college has been incredibly supportive of the Peep Progression Pathway and we have entered into a partnership with them where parents/carers who complete two units will benefit from guaranteed interviews for childcare-related courses.

Edinburgh College have offered to support Peep and Edinburgh Council by:

- Allocating a childcare lecturer to Peep for 36 hours to help inform the content of the Peep Progression Pathway units at SCQF Level 7 (work will commence towards the end of 2015), mapping a unit to the Social Services: Children and Young People's Award at SCQF 7
- Linking childcare lecturers with Peep groups who offer the Peep Progression Pathway. These lecturers can provide a relational 'bridge' to the college for under-confident learners and could also teach on subjects of particular interest to the group. This would also allow the lecturers to gain experience of a Peep group
- Providing Childhood Practice students to act as 'peer mentors' for a Peep group or for individuals within the group
- Liaising with Edinburgh Council to offer placements to students as assistant Peep practitioners
- Submitting a business case to offer progressions routes for parents who are interested in courses out with childcare

West Lothian College have offered guaranteed places on their courses and will offer parents the opportunity to take up study at the next level up from their Progression Pathway unit level.

South Ayrshire Council are in discussions with Ayrshire College to create a similar agreement. This agreement, when set up, will be used by both North and South Ayrshire pilot areas.

Aberdeen College are very interested in working with Peep to set up an agreement, and it would seem they are likely to offer guaranteed places to parents, similar to West Lothian College.

4.3 Adult Learning Training

Adult Learning Training was designed to help practitioners to deliver the Peep Progression Pathway. It was important to ensure that all practitioners felt confident and capable of delivering accredited adult learning. It also provided us with the opportunity to promote CLD policies and practice within an early years setting.

Adult Learning Training was offered to support practitioners who were not CLD trained and did not have a teaching qualification. CLD policies and practice are embedded throughout. The training also incorporated a two hour session on how to deliver the Peep Progression Pathway. This two hour session was also offered to CLD practitioners, and was delivered separately to the Adult Learning Training sessions.

5. Evaluation of the Pilot

This section describes the aims and methodology used during the evaluation. Findings from parents, practitioners and key leads are also explored.



5.1 Aims

The aims of the evaluation were to:

- Gain feedback from practitioners and parents on the structure and delivery of the newly developed Peep Progression Pathway
- Explore the benefits of developing stronger links between CLD and Early Years principles and practice
- Find out what CLD principles and practice has brought to Early Years work and family learning
- Learn of the benefits for practitioners in delivering the Peep Progression Pathway
- Establish what the benefits are for parents who participated in the Peep Progression Pathway

5.2 Methodology

During the course of the pilot, we visited groups of parents participating in the Peep Progression Pathway to gain feedback. Parents were asked to complete a Reflective Feedback Survey on completion of their portfolios from which we received twenty-four responses.

Twenty-four practitioners completed a questionnaire via Survey Monkey at the beginning and fourteen completed a questionnaire at the end of the pilot. The reason for the decrease in responses post-pilot is because Edinburgh and Dundee Council postponed their involvement in the Progression Pathway. Four key leads were interviewed by People staff before and after the pilot.

5.3 Findings

Parents



‘One parent has five kids and is a single mum. For her the Progression Pathway has been a great confidence boost and she wants to do another unit. She’s asked if she can do maths and numeracy because she feels unable to help her other kids with their maths homework, and this would go some way to helping’ (Practitioner)

The parents who participated really enjoyed the Peep Progression Pathway, and benefited from the opportunity, with much interest in participating in the future.

We found that a high number of the parents taking part in the pilot were already in employment, had a strong awareness of the importance of child development, and possessed strong core skills. Some assessors did ‘cherry pick’ parents for the purposes of the pilot, allowing assessors to get accustomed to the materials and delivery before rolling out the Peep Progression Pathway.

Although many of the parents were already undertaking regular activities with their child, all parents reported having gained more knowledge and ideas for further improving the learning environment at home. All parents either reported an increase in confidence in supporting their child’s learning and development, or realised that they already do a great job in that area. All parents reported a positive difference in their children as a result of participating in the Progression Pathway. Some parents noticed a positive difference in themselves as a result of participating in the pilot.

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'I'm not looking for work at the moment but when the time comes I would consider a role within a nursery. I imagine I would be nervous but fairly confident' (Parent)

More than half of parents reported an improvement in their literacy skills since completing a unit from the Peep Progression Pathway, with all parents in one group in West Lothian reporting an improvement in their literacy. Four of the parents rated their literacy skills as four or below at the beginning of the pilot. Over half of the parents also expressed increased confidence in working in a group and in starting and finishing a project.

'I was a qualified teacher in Poland but I don't know if I have enough experience to teach here. Working towards these units will show that I'm still committed to a career working with children, so it's great!' (Parent)

Parental interest of participation in learning, and accessing employment saw significant changes with more than half reporting an improved rating. Five parents rated themselves as four or below out of ten at the beginning of the pilot. Five of the parents who would like to go on to further learning are interested in continuing this in a Peep group setting.

'We have a parent who is considering volunteering or going to college to do early years, when her child turns four. I think Peep is a good vehicle for them to have a taste at it and decide if it's something they'd like to do before committing to a college course' (Practitioner)

Those who are now considering employment are interested in the following fields:

- working in a school
- working in a nursery
- delivering a Peep group
- looking for a career, not sure what yet

A number of parents reported that the Peep Progression Pathway could be improved by revising the documentation given to parents. The registration documents caused some confusion due to the formal language used within. Parents have also requested information at the start of the course to better inform their decision to participate, and to gain a better understanding of what it might lead on to. A minority of parents (two) have requested longer Peep sessions as they feel one hour was not long enough to go through group activities and to access portfolio support. This is in line with feedback from some practitioners

'I really enjoyed finding out about how your child is learning so much from what you do with them from day to day stuff and new ways to improve their learning. I like getting new ideas and finding out about different ways to play with my son' (Parent)

'I am completing the unit with a view to co-leading a group as a volunteer and then hopefully as paid bank staff. I'm in Social Work and I am considering a career change to Early Years. Participating in the Progression Pathway and co-leading Peep groups will help me to decide if it's something I will pursue' (Parent)

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Practitioners



'I like the pathway very much. I like the variety of topics and also the different levels which cater for all ability levels' (Practitioner)

This section includes feedback on the structure of the Peep Progression Pathway, the Adult Learning Training and challenges faced by practitioners. Practitioner feedback was mostly very positive about their experiences of the Peep Progression Pathway, with some improvements suggested in the supporting documentation.

Almost half of practitioners were from CLD backgrounds (45%), with staff participating from Early Years (30%) Social Work (20%) and Health Services (5%).

75% of practitioners already felt confident in working with adults as learners at the beginning of the pilot. By the end of the pilot, 100% of practitioners felt confident in working with adult as learners. This increase in confidence is backed up by the key lead post-interviews, where managers also recognised an improvement in the confidence of practitioners.

The structure of the Peep Progression Pathway received very positive feedback, with practitioners reporting that parents enjoy working on their portfolios and it has been easy to introduce to parents. They particularly like that the units are offered at different levels, making it accessible to a wide range of parents. They also like that the unit delivery is flexible, allowing them to tailor the learning to the needs of the group, and that there are a wide variety of topics and delivery methods to choose from.

'The structure of the Peep Progression Pathway has been easy to introduce to parents, not all parents have signed up to go forward with the qualification elements at present, however all parents attending our Peep groups are completing the worksheets as part of a keep sake book' (Practitioner)

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Some practitioners found the structure of the Peep Progression Pathway a bit confusing due to the number of the units on offer particularly when combined with the associated documentation on implementation.

Feedback from surveys issued at the Adult Learning Training was very positive with practitioners rating their confidence in adult learning moving from 4-5/10 to 8-9/10 by the end of the sessions. Aspects especially valued included:

- Realising how much of their work is already good adult learning practice
- Feeling confident and supported to deliver the units
- Looking at the short clips contained in the training, which were inspiring

Following visits to the pilot areas during delivery of the Peep Progression Pathway, it was felt by both Early Years and CLD practitioners that they did not feel equipped with a strong enough understanding of the delivery requirements of the Peep Progression Pathway. Practitioners found the Adult Learning content to be very useful but on reflection they would have preferred the focus of the training to be on how to deliver, assess and differentiate levels within the Peep Progression Pathway, and how to promote the progression pathway to parents. They suggested that adult learning should be interwoven throughout the training. One pilot area reported resistance from Early Years practitioners in attending Adult Learning Training, because they felt it was patronising to be required to attend having worked with adults for many years.

'The Adult Learning Training has given me a confidence boost. I found it really beneficial. Before the training I felt I wasn't capable but training has helped me to see that I already do it in practice without realising', (Practitioner)

People are already working to address this feedback by updating the training, which we have re-named Peep Progression Pathway Training. It is likely that staff from all disciplines will be required to attend, allowing for increased partnership opportunities between CLD and Early Years, as well as peer learning opportunities for practitioners. The updated training has already been piloted with one group and will be revised and delivered again in August 2015. Feedback has been positive for the revised training, with only minor amendments required.

It was hoped that People would offer the adult learning training as a credit-rated unit at SCQF 7 as part of this project, but it was decided to postpone this given the feedback from practitioners and the development of a range of SCQF 7 units in 2016.

Challenges faced by practitioners included the complexity of Peep Progression Pathway documentation and uncertainty about how to promote the pathway to parents. The main challenge was getting accustomed to delivering sessions and building confidence in how to deliver the topics, which they acknowledged will only come with time and practice. Logistical challenges were also mentioned including suitability of room and group size.

Practitioners were also asked what People can do to help them overcome the challenges they face.

Recommendations included streamlining the Peep Progression Pathway documentation and creating a leaflet to inform parents before they decide if they would like to participate in the Progression Pathway. They would also

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like training in how to assess and how to differentiate learning levels during assessment, and more support on the practicalities of completing the documentation relating to the units.

Out of the 14 practitioners who completed the post-questionnaire, 13 hope to deliver the Peep Progression Pathway in the future (one practitioner is retiring). Comments to this question included *'the progression pathway was very popular and we will be running several courses in September'* and *'we hope we can offer this to more families in more groups and to have an agreement with the local college in place'*.

'I enjoyed the experience and can see the value of the pathway and the enjoyment and achievement the parents get out of it which makes it worthwhile' (Practitioner)



Key Leads



'I think the parents really value the accreditation and can't wait to get their portfolios back to show their partners!' (Key lead)

The key leads were able to give an overall flavour of the benefits they observed in their staff as a result of participating in the pilot, the mix of parents who were involved, and examples of good practice to be shared and promoted by Peep. They also highlighted the need for the delivery process to be as clear and structured as possible for busy practitioners.

The key leads recognised an improvement in the following skills and qualities of the practitioners as a result of participating in the Peep Progression Pathway:

- increased confidence
- increased knowledge
- stronger soft skills
- self-satisfaction
- sense of achievement
- pride in the extra work put in and the benefits to the parents as a result
- enjoyment in having a fresh challenge
- fulfilment of having something unique to lead on in the authority
- empowerment
- improved self-esteem
- stronger awareness of learning styles
- ability to assess accredited learning

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In all areas, the key leads highlighted the importance for People to make the assessment process as easy as possible for practitioners, and the need for ongoing support. Peep delivery is a small part of a practitioner's role, so it is important that processes are clear and concise for practitioners to follow. One key lead also mentioned a potential barrier to growing the Progression Pathway in the area would be if practitioners perceived a sizeable additional to their workload, they may be reluctant to engage.

Key leads spoke of the parents/carers who participated in the groups within their authority area. There was a wide mix of parents from a range of ethnic and social backgrounds. All of the parents who participated were female, some participants were grandparents achieving their first accreditation in life. There were also two childminders who participated as a continued professional development (CPD) opportunity.

Some of the parents were already in employment but wanted to complete the progression pathway for personal development or because they were considering a career change. Other parents came in at a basic level working on their confidence and participating in accredited learning for the first time. Aberdeen Council had a wide mix of nationalities and noted that parents who were less confident in their written English preferred to type their portfolios, allowing them to spell check and this worked very well for them in helping to improve their English.

Some of the areas reported interest from parents who joined the Peep group too late to be part of the pilot. Parents are asking if they can return in the autumn to participate in the Peep Progression Pathway, confirming demand in their areas.

'Parents have enjoyed the theory behind the child development, which is discussed during 'talk time'
(Key lead)

In North Ayrshire, all of the parents are completing a portfolio, promoted as a core element of the Peep group. This has worked exceptionally well because it leaves the door open for less confident parents to register for the Progression Pathway towards the end of the term, with comments reported such as *'my memory book is just as good as everyone elses, so I'll put mine in too'*. There is the flexibility for parents/carers to sign up on completion of their portfolio, so this approach will be encouraged by People in the delivery of other areas.

In Aberdeen, practitioners who were part of the Peep Progression Pathway pilot will act as mentors for new practitioners who will be supported throughout the process not only by the key lead and People, but also by their peers.

'I think the programme has the child and family at the centre and we work with the parent to give them the best possible experience and interactions with their child. We are encouraging, motivating and supporting families through an informal education approach. The parents have the opportunity to gain accreditation and recognition for their learning. They are modelling success with their children' (Practitioner)

'The volunteers have really grown, which is a combination of the pathway and the new materials. They have gained in confidence and really embraced it. They have confidence in delivering every part of the session. One volunteer suffered from depression and low self-esteem and she has blossomed since the new programme. It offers huge personal and professional progression for volunteers' (Key lead)

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5.4 Education Scotland Outcomes

The Peep Progression Pathway pilot was funded by Education Scotland and delivered in partnership with North Ayrshire Council, South Ayrshire Council, West Lothian Council and Aberdeen City Council. Below are the key outcomes from the pilot:

Outcomes	Result
<i>One</i> new assessor and links with respective colleges/education providers in each area	<p><i>Sixteen</i> practitioners are assessing the Peep Progression Pathway.</p> <p>We have established strong partnerships with two colleges who will offer either a guaranteed interview or a guaranteed place to parents who complete two units of the progression pathway.</p> <p>We are in discussions with a further two colleges who are keen to work with us to set up similar agreements.</p>
<i>Twenty-four</i> Early Years practitioners will complete one day Peep Adult Learning Training and deliver one Peep accredited unit	<p><i>Sixteen</i> Early years practitioners have attended Peep Adult Learning Training, with a further <i>fifteen</i> due to attend in August. Training sessions were postponed due to staff sickness, hence the delay in training delivery.</p> <p>All practitioners who undertook the training have successfully delivered one accredited unit as part of the pilot.</p>
<p><i>Ten</i> groups (two in each local authority area)</p> <p><i>Fifty</i> parents will complete one unit of Peep accreditation in five local authority areas</p>	<p><i>Fourteen</i> groups across five local authority areas</p> <p><i>Fifty-four</i> parents successfully completed one unit from the Peep Progression Pathway across five local authority areas</p>

6. Benefits of Community Learning and Development Principles and Practice in Early Years/Family Learning work

'CLD Principles have brought a supportive learning environment. Negotiated learning experiences. An opportunity for families to build confidence and learn together' (Practitioner)

Practitioners and Key Leads were asked to comment on the benefits that CLD principles and practice made to their Peep Progression Pathway delivery. Practitioners were all knowledgeable on the principles and the benefits they brought to their practice.

'Empowering the parents with early years knowledge and providing the opportunity to play with their child during a PEEP session helps build bonds and trust with families providing the scaffolding for building a relationship' (Practitioner)

Practitioners had a very firm understanding of the benefits that CLD principles and practice had brought to their delivery. Practitioners who were not CLD trained could see how the principles and practice were sown throughout their Peep Progression Pathway delivery.

The pilot areas have not yet experienced an increase in partnership work between CLD and Early Years, but there are signs that this will come. The main reason perceived for lack of partnership opportunities between CLD and Early Years are budget cuts that have resulted in a huge reduction in CLD capacity. South Ayrshire CLD already have close links with Early Years and the key lead is hoping that the Peep Progression Pathway can be rolled out to Early Years with the support of her team. Dundee Council, who will begin delivering the Peep Progression Pathway in Autumn 2015 have a Peep strategy group, which links CLD with Early Years/Family Learning. North Ayrshire Council have piloted the Peep Progression Pathway within an Early Years setting, and as a result of this, CLD practitioners within the authority are keen to work in partnership with Early Years to deliver the Progression Pathway.



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Two of the pilot areas reported an interest from parents in volunteering to co-deliver the Peep Progression Pathway. The pilot areas are embracing this for the benefit of the parent in terms of skills enhancement, but also because of impending budget cuts, which may have an impact on capacity for practitioners to deliver Peep groups. Our key lead at Aberdeen Council has been approached by Capacity Building Officers who have identified volunteers who can train to deliver Peep groups, allowing them capacity to offer the Peep Progression Pathway in CLD settings. Currently there is no capacity to deliver the Peep Progression Pathway within CLD in Aberdeen.

'The qualifications for parents has sparked an interest from CLD in our area. They want to incorporate it into their delivery. The benefits to parents is a massive pull for CLD staff' (Practitioner)



6. Conclusions and Recommendations



The Peep Progression Pathway pilot was very successful, with a huge amount of potential for reaching parents who could benefit from accessing accredited learning in an informal community-based setting. The Progression Pathway provides a forum for parents to explore their career aspirations, whilst building on the everyday experiences they have with their child.

There is demand and interest for the Peep Progression Pathway across Local Authority areas in Scotland and within the charitable sector. There is also much interest in the Progression Pathway throughout the UK, with promotional opportunities across Europe through People's partnership with the National Institute of Adult Continuing Education (NIACE). People are working with the awarding body National Open College Network (NOCN), who will accredit the Peep Progression Pathway qualifications in England.

Based on the evaluation findings, People will continue to build on the good practice of the pilot and we will support the roll-out of the pathway across Scotland.

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In order to implement the recommendations following the pilot, we will:

- Create a Peep Progression Pathway Leaflet for parents. The leaflet will promote the benefits of participating in Progression Pathway, including progression routes
- Develop a Parent Learner Handbook to advise parents what they need to know during the Progression Pathway, including how to contact People to make an appeal or complaint
- Roll out the Peep Progression Pathway training (formerly Adult Learning Training) which includes more practice in how to assess and how to differentiate learning levels
- Simplify Delivery Guidance Notes for delivery of the Progression Pathway, in particular making candidate forms more accessible
- Create a visual 'map' showing the process for an assessor, parent and IV during the progression pathway
- Host a standardisation meeting for key leads from pilot areas to build confidence in quality assurance and assessment
- Promote good practice observed within the pilot areas, including 'selling' the portfolio (memory book) to parents as a core element of a Peep group (North Ayrshire), and offering peer mentoring to new practitioners within a local authority area (Aberdeen)

